



Subject	Physical Education
Course	OCR Linear GCE PE Psychological Factors
Time allowed	

Title	Evaluating Guidance Types Paper
	Evaluating Guidance Types Paper (For use in Pass the Buck)

Guidance	
	<ul style="list-style-type: none">• Answer all questions.• The paper includes A01, A02 and A03 skills.• When asked to evaluate, ensure that you perform this skill.

Total marks	13
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1. Using a sporting example, describe visual guidance.

Marking guidance

Sub max one mark for the sporting example and sub max one mark for a descriptive point.

Only award two marks if an appropriate example is provided.

Marking points (maximum 2)

(1) [AO 2] Basketball coach demonstrates a lay-up to the squad/Sports analyst shows a slow motion replay of a tennis player's serving footwork/Netball coach draws the movement of their players at a restart

(2) [AO 1] Visual guidance is a demonstration/Video analysis/Drawing

2. Evaluate the appropriateness of visual guidance by a primary-school PE teacher.

Marking guidance

Sub max three marks for positives and sub max three marks for negatives.

Marking points (maximum 4)

- (1) [AO 3] It's appropriate because it helps to create a mental picture for the children/The children will retain a mental image of the skill/A mental picture is established
- (2) [AO 3] It's appropriate because every PE lesson has a teacher/Demonstrations are always possible in primary PE lessons/Demonstrations require little or no equipment
- (3) [AO 3] It's appropriate because the teacher is a respected model for the children/The children copy the teacher with many things/The children respect the teacher
- (4) [AO 3] It's appropriate because a demonstration can be done for large groups/Practical because it can be done to the whole class/Whole-class demonstration
- (5) [AO 3] It's less appropriate as the teacher may not do an accurate demo/The demonstration needs to be good quality/The teacher may not have the training to demonstrate effectively
- (6) [AO 3] It's less appropriate unless combined with another form of guidance/It needs to be combined with verbal guidance/Verbal coaching points need to be included
- (7) [AO 3] It's less suitable because some of the children may be able to demonstrate better/Using a child to demonstrate may be more effective/Participant demo may be better

3. Using a sporting example, describe verbal guidance.

Marking guidance

Sub max one mark for the sporting example and sub max one mark for a descriptive point.

Only award two marks if an appropriate example is provided.

Marking points (maximum 2)

(1) [AO 2] Hockey coach provides two coaching points to their goalkeeper at half time/Trampolining coach calls to the athlete to point toes as they leave the bed/Football coach explains the team's tactics for today's match

(2) [AO 1] Verbal guidance is explaining points to athletes/Using coaching points/Talking to performers about performance

(3) [AO 1] Verbal guidance is describing a set play/Explaining tactics/Giving technical information

4. Evaluate the use of verbal guidance in the learning of movement skills.

Marking guidance

Sub max three marks for positives and sub max three marks for negatives.
Only award five marks if both positives and negatives have been addressed at least twice.

Marking points (maximum 5)

(1) [AO 3] A positive is that the performer knows what they need to do/Requirements are made clear/Provides clarity for the performer

(2) [AO 3] A positive is that it is quick to deliver/Can be delivered during performance/Time-efficient

(3) [AO 3] A positive is that it can be used to motivate the performer/Can be motivational points/Can be used for motivation

(4) [AO 3] A positive is that it holds the attention of the performer on one or two specific things/Focusses attention on what is important/Directs focus to the right aspect

(5) [AO 3] A positive is that it can include questioning techniques/Use Q and A/Question and answer sessions deepen the processing of performers

(6) [AO 3] A negative is that poorly made points can lead to learning the wrong thing/Points can be badly made/Innaccurate coaching

(7) [AO 3] A negative is that it can cause information overload especially with cognitive stage learners/Information overload/Too much information all at once

(8) [AO 3] A negative is that performers may not understand the specific terminology used by the coach/Performers may not know the jargon/Coach might use the wrong words to cause understanding

(9) [AO 3] A negative is that some skills are very difficult to explain/Hard to put some things into words/Some ideas are very complex

(10) [AO 3] A negative is that verbal guidance can be tedious/Monotonous/Boring